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ABSTRACT

This resource document provides general information about literacy portfolio assessment, guidelines on using the technique, and a format for getting started. The first part discusses testing and assessment in adult literacy and basic education, alternative assessment, and literacy portfolios. The second part contains a list of questions and steps to guide an instructor into portfolio assessment. Actual tools and procedures for helping a learner develop a literacy portfolio are provided. The tools are divided into three phases. Early assessment (intake or start-up activities) tools include the following: adult basic education learner information, goals list and literacy inventory, screening and placement interview, looking at one's own reading behavior, educational goals plan and progress record, and preattitudes of adult students. Ongoing assessment (in-class progress activities) tools are as follows: reading progress checklist; writing progress and process checklists; weekly self-assessment; writing conference record; spelling self-test; book list; learning log; daily log; form for recording; attendance and writings; monthly review; teacher's log; reading, personal, dialogue, and reading response journals; and listening progress. Looking back (end of the cycle, term, or program activities) tools include the following: reading and writing information sheets, questions for program evaluation, using literacy to make change, progress checklist, post-attitudes of adult students, and program evaluation by students. Contains 26 references. (YLB)

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Literacy Portfolio Assessment

ED 372 222

A Resource for Literacy Workers

Partnerships in Learning
Maurice Taylor
University of Ottawa
Faculty of Education
June 1994

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Literacy Portfolio Assessment

Introduction

Recently, the idea of using portfolios as an alternative assessment technique in literacy programs has been gaining some momentum in Canada. In an effort to understand how portfolios might be used, approximately 50 instructors working in community-based, institutional and workplace literacy programs were interviewed in their milieu. These instructors, who were from six very different regions of the country, voiced their opinions about learner assessment, program evaluation and the potential use of portfolios in literacy development.

The first thing instructors said was that they needed some general information about portfolio assessment, along with some specific guidelines on using the technique and a format on how to get started. That is the purpose of this resource document. It consists of two parts. The first part provides general information about testing, the alternative assessment movement and literacy portfolios. This is followed by a list of questions and steps to help guide an instructor into portfolio assessment as well as an example of some of the tools and procedures that might be included in a learner portfolio. In this document a portfolio is defined as a purposeful collection of a learner's work that tells a story of the efforts, progress or achievement in a given area.

Testing and Assessment in Adult Literacy and Basic Education

Anyone who has worked in the field of adult literacy and basic education comes to realize that assessment is critical. It tells us what and how well something has been learned. Historically, the use of standardized tests was, and continues to be, the most common instrument of assessment in educational settings including adult literacy. Briefly, a standardized test is a test administered under standard conditions so the scores reflect the skills being assessed and nothing else. Two types of standardized tests that have been frequently used in various kinds of literacy programs are the norm-referenced test and the criterion-referenced test. A norm-referenced test is a test in which a learner's score is compared to the scores of others who have taken the test. While a criterion-referenced test is a test in which a learner's score is compared to an absolute standard such as 80, 90, or 100 percent mastery of a domain of skill.

Although a subject of some controversy, standardized literacy testing still remains one of the most prevalent ways of obtaining information about the needs and characteristics of basic education students and about the quality and impact of programs.

Due to the ease of administration and scoring and the lack of viable alternatives, the use of standardized tests as a means of evaluating adult literacy and basic education is still popular today. For example, in this project survey when literacy instructors were asked what counted as progress in their programs, 58% reported that they used standardized tests, test scores or measures of competencies and reading level gains. However, certain problems have also arisen in using standardized tests. Some believe these tests can measure program effectiveness; others disagree. As well, many debates have focused on the inability of standardized tests to distinguish between various aspects of language and culture as well as their failure to reflect all learning that has occurred in and out of the classroom. But the most serious

impediment is the inconsistency in interpreting the test results.

As Venezky (1992) points out, standardized tests are inadequate for adults because they do not measure how new skills are used by adults. In fact they don't, and can't, measure all new skills acquired in basic education. These tests simply measure some of the cognitive skills such as reading comprehension and computation ability. Countless reports have also mentioned the difficulties that adult learners encounter when they undergo testing. They are bothered by feelings of anxiety, degradation, insecurity, uncertainty, and intimidation (Robishaw, 1992). They are often reminded of earlier school days when comparison of test results spelled embarrassment and loss of dignity.

As well, adult literacy students experience similar sensations when grade level equivalents are assigned to them. This process can be demeaning and is often misunderstood and misinterpreted by the student and instructor. With the rapid pace of change, McCullough (1993) suggests that grade levels are now irrelevant to life styles and coping skills. When the learning process becomes synonymous with the acquisition of the correct test answers, learning not only loses much of its appeal but also much of its significance. Many literacy educators are now asking why we can't integrate assessment with curriculum in a more meaningful way.

Alternative Assessment

The movement for alternative methods of assessment has evolved from the dissatisfaction of both instructors and learners with current evaluation procedures. All types of literacy stakeholders have expressed a desire for more meaningful appraisals and thus, a variety of new approaches has emerged. As Robishaw explains "alternative assessment is alternative because it provides choices that go beyond traditional or standardized measurement" (1992, p.59).

In an effort to make assessment more responsive to the concerns of these stakeholders, many programs have developed alternative evaluation methods. While some of these competency-based tests are commercially available,

others are program-based or "home grown" and are quite numerous (Auerbach, 1992). Checklists that provide a record of the skills and competencies a learner has attained and true/false or multiple choice tests that allow programs to assess the knowledge developed while in the program are common examples of program-based assessment. Another type is the anecdotal evidence that serves as examples of success. Such evidence is often gleaned from discussions with other adults who interact with the literacy learners. A fourth example is the daily or weekly charts that list learner accomplishments or document significant literacy events that have taken place.

These new approaches are all based on several key principles. The most important one is that assessment should measure the learner's required and/or desired outcomes. In order to achieve this, it is fundamental that the assessment process be participatory. In other words, the learner must be a full partner in the early assessment, the ongoing assessment and the end of the program assessment.

This participatory approach establishes a direct relationship between the instructor and the learner. Together they plan the program, the pace, the type of assessment, all based on a collaborative effort, and always learner-centred. It is interesting to note that when literacy instructors in this survey were asked if their assessment procedures were learner-centred 68% reported that they were. Although learner-centred can mean a multitude of things, for the survey respondents it meant being self-directed, having choices, being able to self-evaluate, taking responsibility and placing the learner at the centre of the assessment procedure.

Methods and Means of Alternative Assessment

One example of this participatory approach that is well documented is the initial intake interview where students provide an inventory of information. This profile outlines previous experience both professional and academic, identifies aspirations and perceived needs, and explores literacy requirements. During

this interview the learner might describe what kinds of practices or strategies seem best suited to his/her learning style. Part of this exchange may also include an attitude assessment, where the student reveals how he/she feels about education or lifelong learning.

An important factor in determining alternative methods of assessment is being aware of what motivates an individual to enroll in an adult literacy and basic education program. Learners have stated that reasons for participation include educational advancement, self-improvement, family responsibilities, community involvement, and career advancement. Knowing which motivational factor has influenced the student is essential when choosing an appropriate method of evaluation.

Connected to this factor is the type of program and agency sought by the learner. This also affects which style of assessment is best suited to measure progress and results. One alternative means of gathering useful data about programs includes regular discussions or conferences with students who provide information about their individually prescribed programs. The learners express what they want to learn, how they want to learn it and how they want to track results. This form of assessment captures emotional, social and psychological factors associated with the learning process.

Appraisal of progress is another invaluable method. This qualitative mode of assessment reveals learner strengths and identifies areas which require extra work. A progress report, for example, provides an opportunity for the student and instructor to reassess the curriculum, assignments, and goals on an ongoing basis. It also provides feedback to both student and teacher regarding changes in comprehension levels, writing ability, problem-solving and so on. As Lytle (1988) points out, in this way, assessment becomes a process of informing. In this survey, 56% of the instructors stated that they used mostly qualitative information such as journals and observations when assessing learners or trainees and that this information was collected on an ongoing basis. Ongoing was described in a range from

"after every lesson" to "formally every three months."

Retrospective interviews and summative evaluations, often in the form of reflective conversations, constitute yet another means of alternative assessment. Generally, this kind of assessment is carried out upon completion of a program. Learners are asked to identify and discuss the knowledge and skills they have acquired since they began in the program. This is usually in an informal, relaxed setting. Student self-evaluation and peer interviews are other tools used in a summative evaluation process.

The quest for alternative forms of assessment has already been met with some success in workplace literacy programs. Askov (1993) suggests that because each stakeholder in the workplace program has a different interest, different assessment methods are necessary for each client. For example, the learner-client goals may be assessed through a confidential conference; the union-client interested in a form of evaluation that focuses on the welfare and development of the worker, may use attitude assessments; and the management-client wanting to upgrade workers' skills to increase production and performance, may use curriculum-based assessments.

On this same point, based on the results of this project survey it would seem that many instructors in community-based, instititutional and workplace literacy programs across Canada are already experimenting with various forms of alternative assessment procedures. Eighty-seven percent of the respondents stated that they have used at least one of the following procedures in their programs: oral interviews; collections of students' work; observation of classroom interactions; teacher progress reports; student reports; and the ability to use literacy skills outside the classroom.

In summing up the alternative assessment movement, one might say that it is rooted in the search for assessment approaches that reflect and can account for what is happening in learner-centred programs. These approaches are often multi-dimensional or multi-purpose and always participatory. As one respondent in the survey said. "alternative

assessment is all about how to assess, document and be accountable, while being true to beliefs about literacy development."

Portfolio Assessment

Portfolio assessment is another alternative to the more traditional methods of evaluation. The term "portfolio" is borrowed from the art world where it is used to describe the large leather valise which houses samples of an artist's work.

Very simply, a portfolio is a collection of works belonging to a student. The collection is a smorgasbord. In literacy education, it can include samples of work gathered over time, reading profiles, progress reports, teachers' comments, drafts, self-evaluation notes, and so on. Portfolios also can include examples of literacy practices outside of school, such as copies of driver's licences, copies of the title pages of books that parents read to the children, copies of letters written to friends and family, and examples of math, reading and writing done in church, community meetings or on the job (Fingeret, 1993).

In other words, a portfolio is an assembly of works reflecting student effort, progress and achievements, experiences, knowledge and skills acquired, which have been monitored over time. It is a dossier or collection of material which provides a synthesis of a student's personal history and personal goals (Council of Regents for Colleges of Applied Arts and Technology, 1992, p. 15).

As Lytle (1989) suggests, each person's literacy is by definition unique and dynamic. Agreement with this tenet leads to the realization that no one test could possibly satisfy the varied needs of students, and thus it became necessary to look for a way to respond to each person's individuality. Paulson, Paulson & Meyer (1993) sum it up nicely when they write that portfolios are as varied as the students who create them. The most fundamental element of portfolios is that they are learner-centred. Portfolios are molded around the student. A true portfolio stresses the student's participation and ownership.

Ownership leads to empowerment which in turn

translates into control of learning. Portfolios focus on a co-operative, shared approach to learning by insisting that the learner share in the partnership of his or her learning. Weinbaum (1992) notes that portfolios can be a vehicle for empowering students and refers to the inclusion of contractual agreements which the students author and honour. The teacher then becomes the facilitator. The key to a successful portfolio is the active involvement of the learner.

Portfolios provide insight into who the learner is. They gather valid information about what and how students learn. In short, portfolios are stories about the student, tales which provide learners with opportunities to assess what they have learned. Palmer-Wolf (1989) points out that traditional assessment has historically prevented the learner from accepting responsibility for his or her own evaluation, discouraged learners from contributing their full range of experiences and knowledge, diverted acceptance of the notion that several attempts are often required before objectives are obtained, and failed to underline the importance of effort and self-development.

In a word or two, Fingeret (1994) describes this method of assessment as a process in which a portfolio is created and assessed. Students examine a larger collection of materials and choose some for their portfolios according to a set of criteria. These are then assessed for progress by both the student and the instructor, who examine the process of learning as well as the products. In this way, students develop new insights into their learning, new skills and new attitudes about learning.

What are the Strengths of Using Literacy Portfolios?

The portfolio system of evaluation provides information to teachers, students, and educational organizations. These dossiers are like a continuum which charts individual growth and progress. Portfolios are individually adaptable, flexible and comprehensive.

The process of establishing a personal literacy portfolio helps learners in setting goals and

reviewing them. They also learn to consider possibilities and to make choices using critical thinking and problem-solving skills. These skills are evidenced, for example, when students examine what criteria should be established for inclusion, and when they re-draft their work several times as they overcome literacy hurdles. Arter and Spandel (1992) point out that the process of selecting work provides opportunities for students to analyze their work and to determine why specific items should be included.

Encouraging analysis of one's work through self-reflection adds an important dimension to literacy instruction. This process of self-reflection can lead to recognition and acknowledgement of progress and improvement which results in superior performance and increased positive self-esteem. Increased confidence becomes a key motivator.

Also, attention is shifted away from grades. The focal point becomes improvement. Students can become more co-operative with one another and more independent as learners. Another strong point in favour of portfolios is that this type of assessment can help to establish minimum standards. Greater care is taken when evaluating papers and teachers have more opportunities to be perceived as a "coach", or a "helper".

Finally, a key value of portfolios is that they allow instruction and evaluation to be "woven together" (Paulson, Paulson & Meyer, 1993, p. 60). Perhaps the greatest benefit of using this form of assessment is the resulting increase in dialogue between student and teacher. With improved communication and consultation, opportunities for growth prevail.

What are the Limitations of Using Literacy Portfolios?

The use of literacy portfolios does have drawbacks. Sometimes the intent of portfolio use is not always the same as the outcome. In other words, portfolios can be misleading if not properly planned, designed, developed and interpreted (Arter & Spandel, 1992). For example, a portfolio may not always reflect what a student knows; conclusions may be too

subjective and the contents may not adequately represent the learner. There also exists a perception that portfolio assessment is not authentic, that it is seen as additional to real classroom instruction.

Inconsistencies and interpretation differences remain problematic. However, as suggested in the public school literature this may be symptomatic of inadequate training for teachers and administrators. As Smit, Kolonosky and Seltzer (1991) point out, inconsistent application of standards may also lead to confusion over what constitutes minor vs major errors in grammar, punctuation and the "mechanics" of writing. In a similar vein, differences in expectations between the instructor and the institution or funding agency may occur when grades, levels or test results are required.

Another difficulty lies in the responsibility and freedom inherent in using portfolios. Some students perform better when parameters are well defined. For example, some students prefer deadlines and length limits. In addition, some students have indicated that they have a hard time not knowing where they stand. Grades are often motivating for some students and portfolios can have a negative influence on motivation (McClelland, 1992).

Another significant problem is the time involved developing and implementing a portfolio system. Time is required to establish goals and selection criteria, develop procedures and practices, conferences with learners, record observations and so on. This is magnified when the teacher is a novice portfolio user. Students may also feel additionally burdened by the time required for the numerous rewrites. On the other hand, instructors may find it difficult to devise a scheme for translating portfolio content into achievement or in some cases a grade may be required.

In summary, literacy portfolios can be beneficial to many participants in the educational setting – the learner and his or her family, the instructor and the program coordinator. When choosing portfolio assessment as a method of evaluation an important consideration is its purpose. The function of the portfolio affects its design, content

and interpretation. As discussed in the next section, portfolios also require planning.

Developing a Literacy Portfolio

As previously mentioned, when literacy instructors were asked what information they needed in order to get started using portfolios, the overwhelming response was a set of guidelines and a sample or format for developing a portfolio. In the following section of this resource two important steps are described in developing a literacy portfolio. The first step is called "Getting Started". This step is actually a self-reflection guide. Since portfolio assessment reflects a particular approach to literacy work, it is important for an instructor to find a comfort level with this alternative method. In other words, the first step is the process for determining how an instructor fits into the approach. The second step is called "Using Portfolio Assessment at Different Stages of a Program". This is more the mechanics of the method. Three phases of assessment that can be useful when developing a portfolio are described with accompanying tools and procedures.

Getting Started

One approach to getting started with portfolio assessment is through a reflection and decision-making process on beliefs about literacy and how beliefs affect an instructor's work with students. This exercise is important and will greatly help the practitioner in understanding the many dimensions of literacy portfolio development. Fingeret (1993) suggests that there are four major periods or areas of reflection and decision-making. These periods occur before, during, and after implementation and are discussed below in a checklist question format. Taking the time now to work through these questions will increase instructor effectiveness when starting a literacy portfolio with a learner. The reader will note that in STAGE 1 if portfolio assessment is not consistent with your approach to instruction and assessment then there may not be any need to continue reading the resource.

Stage 1

Decide whether portfolio assessment is consistent with your approach to instruction and assessment.

Clarify your beliefs about literacy and their relationship to how you work with students.

- What do you believe are the purposes of literacy education and literacy development?
- How committed are you to helping students move into increasing positions of power in relation to their own learning?
- How will you know when adults are learning?

Clarify the purposes of assessment and the relationship between assessment and instruction.

- In your opinion are instruction and assessment philosophically consistent?
- What are your views on whole language, learner-centred and participatory approaches to instruction?
- How will portfolio assessment help in examining both individual and group development of literacy practices?

Stage 2

Plan portfolio assessment.

Decide the areas in which you are going to implement portfolio assessment, and the types of materials you and the learners will collect.

- Will you focus only on writing or math?
- Will you focus only on the literacy practices in learners' daily lives?
- What is the range of things that can be collected in the file folders that will help you examine progress or the initial skill sets?

Decide on a schedule for developing portfolios.

- Will you introduce portfolio assessment at the beginning of the term or instruction?
- How will you integrate assessment activities like journal writing and

maintaining teacher observation notes into the instructional process?

- Will student materials be selected for the portfolio at the end of the semester or throughout the term?

Decide on criteria for choosing samples of materials to put into the portfolio.

- How will you help learners develop criteria for choosing materials?
- How do the criteria relate to the curriculum?
- How do the criteria relate to the learners' goals?

Develop a process for moving materials into the portfolio.

- Will learners reflect on their work individually or in teams to apply their criteria and develop their portfolios?
- Will learners write an overview explaining their choices for choosing the portfolio contents or a note accompanying each piece?
- Will you suggest an individual instructor-learner conference to assess the portfolio?

Develop criteria and a process for assessing portfolios.

- Will earlier lists of goals or contracts be used in assessing the portfolio?
- How do the criteria examine specific achievements, general progress and process?
- What role will the learners' reflections and your reflections play in the assessment?

Stage 3

Implement Portfolio Assessment

Introduce the concept to your learners at the beginning of instruction.

- How will you introduce the idea into the orientation session for learners?
- How will you explain to the learners why you are asking them to try this new assessment procedure?
- What specific things and general things about portfolio assessment will you mention?

Create the file folders.

- Will the file folders contain drafts as well as finished products of work?
- Will the file folders contain evidence of new literacy practices?
- Will the file folders contain reflections on the process of reading and writing or other literacy developments?

Develop criteria for moving materials from the file folders to the portfolio.

- If learners are going to develop portfolios that reflect their "best work", what does "best" mean to them?
- How do learners translate "best" into criteria for choosing pieces from their file folders?
- Have you allowed enough time for learners to choose their portfolio pieces and to reflect on their work?

Assess the portfolio.

- How will the criteria for assessment be negotiated between you and the learner?
- How do the criteria relate to the curriculum and to the learners' goals?
- Will you write a narrative evaluation about progress or process?

Stage 4

Evaluate the process and revise it for future use.

- What kind of experience has this been for you?
- To what extent were your goals for assessment met through this process?
- How will you involve the learners in evaluating the process?
- What recommendations will you make for changing the process the next time?
- To what extent were other players such as program co-ordinators or administrators able to use the assessment information?

literacy in their daily lives, such as at work, at home or in the community. Also during the early assessment phase some gauge of literacy proficiency is measured. This information is often used in the development of a learning plan or contract. The reader will find the following tools in the sample portfolio:

- Adult Basic Education Learner Information
- Goals List and Literacy Inventory
- Screening and Placement Interview
- Looking at Your Own Reading Behaviour
- Educational Goals Plan and Progress Record
- Pre-attitudes of Adult Students

Ongoing Assessment

Progress assessments are designed to show changes in the ways learners are using literacy. The various tools and procedures illustrated in this second assessment phase seek information on how learners use literacy to explore and express ideas, solve problems, or effect changes in their lives. Progress assessments are often used in formative evaluations to provide learners and instructors information that can help improve program services and literacy classes. The types of tools which can be found in the sample portfolio include:

- Reading Progress Checklist
- Writing Progress Checklist
- Writing Process Checklist
- Weekly Self-Assessment
- Writing Conference Record
- Spelling Self-Test
- Book List
- Learning Log
- Daily Log
- Form for Recording Attendance and Writings
- Monthly Review
- Teacher's Log: Observations and Reflections
- Reading Journals
- Personal Journals
- Dialogue Journals
- Reading Response Journals
- Listening Progress

Using Portfolio Assessment at Different Stages of a Program

In this second step, the reader will find some actual tools and procedures for helping a learner develop a literacy portfolio. These tools could be considered as a possible format for a portfolio. Many of the examples presented here are ways of encouraging learner participation in evaluating the contents of a portfolio as well as instructor aids for documenting learner progress. At the same time some of these tools can serve as the actual contents for the learners' portfolio. The examples chosen for this resource were those most frequently rated as being useful by instructors during the project interviews.

Key to successful use of portfolio assessment with adults is the active involvement of the learner through each step of the process – from determining portfolio contents through deciding procedures for evaluating these collections. Since many of the tools presented here have been taken from a wide range of programs, it is important to see the examples with the potential for modification within your own context. Please copy, adapt or modify any of the materials if they are useful. Acknowledgement of the countless people and programs who shared their approaches to portfolio assessment can be found in the back of the resource document.

Practitioners who have been using this alternative assessment technique have found it helpful to view assessment in three phases – Early Assessment (intake or start up activities), Ongoing Assessment (in class progress activities), and Looking Back (end of the cycle, term or program activities). The following sample format of a portfolio is also organized in three assessment phases.

Early Assessment

Intake assessments are designed to elicit information regarding learners' needs, goals and prior educational backgrounds, including previous experience with both schooling and the world of work. Intake increasingly includes information on how, where and why learners are using

Looking Back

Performance reviews or summative evaluations are carried out during the end of a program or term and include information about how learners are making changes in their lives. They also provide evidence of program success and show where a learner may need additional development or support. In this third phase of assessment, tools that could be used in a sample portfolio are:

- Reading Information Sheet
- Writing Information Sheet
- Questions for Program Evaluation
- Using Literacy to Make Change
- Progress Checklist
- Post-attitudes of Adult Students
- Program Evaluation by Students

Phase I

Early Assessment

Literacy

Portfolio

Assessment

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Adult Basic Education

Learner Information

Interview date m/d/y _____

Recommended placement _____

Teacher _____

Last name _____

First name _____

Address _____

Postal Code _____

Phone (___) _____

◯ Male ◯ Female

Birthdate m/d/y _____

First language _____

Language spoken at home _____

Birthplace _____

Number of years in Canada _____

Number of children at home _____

Last school attended (name and location) _____

_____

Final grade completed and year

◯ Basic _____

◯ General _____

◯ Advanced _____

◯ Commercial _____

◯ Technical _____

◯ Vocational _____

◯ Other _____

What did you like best about school? _____

_____

Least? _____

_____

If you quit school, why did you quit? _____

_____

_____

What is your reason for returning to school?

_____

_____

Currently employed?

◯ Full-time Where? _____

_____

◯ Part-time Where? _____

_____

◯ No

Work experience _____

_____

What are your educational goals? _____

_____

What are your work/career goals? _____

_____

Are you sponsored by a social service agency?

◯ No

◯ Yes Which one? _____

_____

_____

Worker's name _____

Phone (___) _____

How did you find out about this program?

_____

_____

_____

Writing Sample

Write as much as you can and take as long as you need to. You don't have to fill up the page, but you can if you want to. Don't worry about spelling or handwriting. Just write what you want to say. You can write about anything you want to. If you can't think of a topic here are some examples.

1. A note telling your child's teacher that he or she is sick and cannot come to school.
2. Phone message for your wife/husband/friend.
3. A post card to a friend while you are on a trip.
4. A letter to your landlord complaining about something.
5. A typical work memo.

Reading Sample

Choose a reading passage

Reading sample title _____

What was this passage about? _____

_____

_____

_____

_____

_____

_____

Was this easy or difficult for you to read? _____

If a second selection is made, ask the same questions

_____

_____

_____

_____

_____

_____

Is there anything you did while you were reading to help you in trying to understand this passage?

_____

_____

_____

_____

_____

_____

Goals List and Literacy Inventory

Name: _____ Date: m/d/y _____

		Can Do	Work On	No
Personal Goals:				
1.	Read/write address	⬭	⬭	⬭
2.	Write a shopping list	⬭	⬭	⬭
3.	Write cheques	⬭	⬭	⬭
4.	Read bills	⬭	⬭	⬭
5.	Use the phone book	⬭	⬭	⬭
6.	Read a menu	⬭	⬭	⬭
7.	Read/write recipes	⬭	⬭	⬭
8.	Take the driver's test	⬭	⬭	⬭
9.	Read leases or contracts	⬭	⬭	⬭
10.	Read/write letters or notes	⬭	⬭	⬭
11.	Improve math skills	⬭	⬭	⬭
12.	Learn to use a computer	⬭	⬭	⬭
13.	Read a newspaper (what parts?)			
	_____	⬭	⬭	⬭
	_____	⬭	⬭	⬭
14.	Read magazines (which ones?)			
	_____	⬭	⬭	⬭
	_____	⬭	⬭	⬭
15.	Read labels & signs	⬭	⬭	⬭
16.	Read maps & write directions	⬭	⬭	⬭
17.	Cursive writing	⬭	⬭	⬭
18.	Improve printing	⬭	⬭	⬭
19.	Write your life story	⬭	⬭	⬭
20.	Write short stories/poems	⬭	⬭	⬭

Goals List and Literacy Inventory

		Can Do	Work On	No
Family:				
1.	Read to children	⬭	⬭	⬭
2.	Help children with homework	⬭	⬭	⬭
3.	Read/write notes to children's school	⬭	⬭	⬭
4.	Read/write names of family	⬭	⬭	⬭
Community:				
1.	Church reading	⬭	⬭	⬭
2.	Voting registration/info	⬭	⬭	⬭
3.	Find out more about how the government works	⬭	⬭	⬭
4.	Join a group to solve a problem	⬭	⬭	⬭
Work:				
1.	Fill out job applications	⬭	⬭	⬭
2.	Write resumes & cover letters	⬭	⬭	⬭
3.	Read/write telephone messages	⬭	⬭	⬭
4.	Read/write job instructions	⬭	⬭	⬭
5.	Read to learn about other jobs	⬭	⬭	⬭

Goals List and Literacy Inventory

Education:

✔ Check only if you are interested in these educational goals.

1. ⬭ Attend a job training program (what kind?) _____

2. ⬭ Attend classes to learn something new (crafts, self-improvement) _____

3. ⬭ Pass a work-related test (what type of test?) _____

4. ⬭ Study for a grade 12 certificate

5. ⬭ Other: _____

* *Can you think of any other goals you have that aren't on this list?*

⬭ _____

Of all the goals we've talked about, what are 2 or 3 that are the most important to you right now?

1. _____

2. _____

3. _____

Screening & Placement

Interview

Name: _____ Interviewer: _____

Date: m/d/y _____

1. What is your most important reason for wanting to learn to read and write better?

_____

_____

2. What are some things that you want to do that being able to read and write better will help you to do?

_____

_____

_____

3. Do you have any children or grandchildren in your life? If so, are they of school age? What are their ages and grades in school?

_____

_____

_____

_____

4. Do you have a job now? If so, what kind of work do you do? If not, what kinds of jobs have you had? Do you need to use reading and writing at work?

_____

_____

_____

_____

5. Do you do any reading on your own now? Do you read at home, in stores, at work, on the street? If so, what kinds of things do you read? (Examples: TV schedule, mail, newspapers, children's books, labels, street signs...)

_____

_____

_____

Screening & Placement

Interview

6. Do you do any writing on your own now? If so, what kinds of things do you write? (Examples: your name, forms, shopping lists, cheques or money orders, letters and notes...)

7. Tell me something about your school years; where did you grow up? Did you go to school there? What was it like for you? What grade did you finish?

   a. (For non-native speakers of English and immigrants) What is your first language? When did you come to Canada? Did you have the chance to go to school in your native country? If so, how many years? Do you read and write your first language?

8. Have you ever been to classes for adult education before? If so, where and when? What was it like for you?

9. Have you ever used a computer before? How do you feel about learning something about using computers?

Screening & Placement

Interview

10. Some adults really want to come to class and improve their reading and writing, but find that things get in their way. Some of the things that come up are: problems with transportation, childcare, having to take care of other people in their families when they are sick or need them, getting sick a lot, having problems with drugs or drinking, too much going on at home, working long hours... What kinds of things do you think might make it hard for you to come to study and get to class?

a. What do you think you could do to make it easier for yourself to study and get to all of the classes?

b. What can we do to make it easier for you to study and come to all of the classes? Examples: help figure out a bus route, find information on childcare providers, fill out forms...

Looking at Your Own Reading Behaviour

1. Do you understand most of what you read in class in reading groups?

2. Do you participate in discussions and ask questions about what you read in class if you don't understand?

3. Do you try to predict what's coming when you read by looking at the title, pictures, or thinking about what you already know about the subject you're reading about?

4. Do you ever figure out a word you're not sure of by reading the words around it and guessing what word would make sense?

5. When you read something, do you ever think about how it connects to your own life or to things you know?

6. Do you ask yourself questions about what you read?

7. Do you read outside of class? (If so, what kinds of things, how often and when?)

8. What are your biggest problems as a reader?

9. What are your strengths when it comes to reading?

Educational Goals Plan and Progress Record

Student _____

Date enrolled _____ Class _____

Initial planning session: Date m/d/y _____ Teacher _____

Long-range educational goals:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Long-range employment goals:

_____

_____

_____

_____

_____

_____

_____

_____

Student: _____ Teacher _____

Pre-attitudes of Adult Students

Name:_____ Date: m/d/y _____

1. How sure do you feel about being able to succeed in this program at this time?

- ◯ very sure
- ◯ sure
- ◯ not so sure
- ◯ unsure
- ◯ don't know

2. How do you feel about taking the literacy training?

- ◯ very good
- ◯ good
- ◯ ok
- ◯ not so good
- ◯ bad

3. How do you feel about attending class?

- ◯ very good
- ◯ good
- ◯ ok
- ◯ not so good
- ◯ bad

4. Have you ever used a computer?

- ◯ yes
- ◯ no

5. How do you feel about reading books for learning?

- ◯ very good
- ◯ good
- ◯ ok
- ◯ not so good
- ◯ bad

6. How do you learn best? By working

- ◯ alone
- ◯ with one other person
- ◯ in a small group
- ◯ in a class
- ◯ some of each

7. How do your fellow workers feel about your taking this training?

- ◯ very good
- ◯ good
- ◯ ok
- ◯ not so good
- ◯ bad

8. How do your family members feel about your taking this program?

- ◯ very good
- ◯ good
- ◯ ok
- ◯ not so good
- ◯ bad

9. What do you want to get out of this training? Mark all that apply.

- ◯ learn to read better
- ◯ learn to write better
- ◯ keep my job
- ◯ be a better worker
- ◯ get a better job
- ◯ please my family

Pre-attitudes of Adult Students

10. Check which of the following things will be hard for you.

- ⬭ reading
- ⬭ writing
- ⬭ math
- ⬭ using the computer
- ⬭ attending class
- ⬭ remembering what I learned

11. Check which of the following things will be most helpful to you.

- ⬭ reading
- ⬭ writing
- ⬭ math
- ⬭ using the computer
- ⬭ attending class
- ⬭ remembering what I learned

12. How do you usually feel about yourself?

- ⬭ very good
- ⬭ good
- ⬭ ok
- ⬭ not so good
- ⬭ bad

13. What are your chances of getting a better job in the next few years?

- ⬭ very good
- ⬭ good
- ⬭ ok
- ⬭ not so good
- ⬭ bad

Phase II

Ongoing Assessment

Literacy Portfolio Assessment

Reading Progress Checklist

Reader: _____ Teacher: _____ Date: m/d/y _____

1. Seems to understand in-class readings _____
2. Reports understanding reading outside of class _____
3. Participates in pre-reading & post-reading discussions _____
4. Connects reading with own experience/knowledge and questions what is read _____
5. Participates in group activities designed to develop reading strategies _____
6. Understands that gaining meaning is the purpose of reading _____
7. Uses prediction to make sense of text _____
8. Willing to guess at unfamiliar words _____
9. Uses context to guess at unfamiliar words & make sense of text _____
10. Uses prior knowledge of subject to make sense of text _____
11. Changes approach to reading depending on the type of text _____
12. Uses graphophonic cues appropriately _____

Comments:

_____

_____

_____

_____

Writing Progress Checklist

Name: _____ Date: m/d/y _____

		Can Do	Needs Work	Not Evident	N/A
[A] Process:					
1.	Generates language experience stories	⬭	⬭	⬭	⬭
2.	Able to select topics to write about	⬭	⬭	⬭	⬭
3.	Willing to try to put words on paper	⬭	⬭	⬭	⬭
4.	Develops a topic with details	⬭	⬭	⬭	⬭
5.	Able to use writing for a variety of purposes	⬭	⬭	⬭	⬭
6.	Willing to revise	⬭	⬭	⬭	⬭
7.	Using feedback from others to revise	⬭	⬭	⬭	⬭
8.	Writes entries in dialogue journal	⬭	⬭	⬭	⬭
9.	Writes entries in learning log	⬭	⬭	⬭	⬭
10.	Willing to share some pieces with others	⬭	⬭	⬭	⬭
11.	Gaining confidence in self as a writer	⬭	⬭	⬭	⬭

Comments/Observations:

_____

_____

_____

_____

Writing Progress Checklist

		Can Do	Needs Work	Not Evident	N/A
[B] Handwriting:					
1.	Prints upper case lower case	⬭	⬭	⬭	⬭
2.	Leaves spaces between words	⬭	⬭	⬭	⬭
3.	Optional Competency: writes cursive	⬭	⬭	⬭	⬭
[C] Spelling:					
1.	Willing to use invented spelling	⬭	⬭	⬭	⬭
2.	Uses personal word dictionary to improve spelling and record sight words	⬭	⬭	⬭	⬭
3.	Uses word lists/dictionary/ thesaurus to check spelling during editing phase	⬭	⬭	⬭	⬭
4.	Writes letter(s) that represent consonant sounds	⬭	⬭	⬭	⬭
5.	Writes letters that represent digraphs and blends.	⬭	⬭	⬭	⬭
6.	Writes letter(s) that represent long vowel sounds:	⬭	⬭	⬭	⬭
	a) Uses a_e, ay, ai, to make long a sound	⬭	⬭	⬭	⬭
	b) Uses ee, ea, to make long e sound	⬭	⬭	⬭	⬭
	c) Uses i_e, igh, y, to make long i sound	⬭	⬭	⬭	⬭

Writing Progress Checklist

[C] Spelling (cont.):	Can Do	Needs Work	Not Evident	N/A
d) Uses o_e, oa, oe, ow, to make long o sound	⬭	⬭	⬭	⬭
e) Uses u_e, ue, to make long u sound	⬭	⬭	⬭	⬭
7. Writes letters to represent short vowel sounds	⬭	⬭	⬭	⬭
8. Applies the following spelling rules:				
a) -ff, -ll, -ss, -zz	⬭	⬭	⬭	⬭
b) -k or -ck, -ch or tch, -ge or dge	⬭	⬭	⬭	⬭
9. Uses "to, too, and two" correctly	⬭	⬭	⬭	⬭
10. Uses "there, their, they're" correctly	⬭	⬭	⬭	⬭
11. Other homonyms used correctly (list them):	⬭	⬭	⬭	⬭
12. Note any spelling error patterns observed:	⬭	⬭	⬭	⬭
[D] Mechanics:				
1. Proofreads first drafts	⬭	⬭	⬭	⬭
2. Writes in complete sentences	⬭	⬭	⬭	⬭
3. Uses end punctuation correctly	⬭	⬭	⬭	⬭
4. Uses editing symbols to revise and edit personal writing	⬭	⬭	⬭	⬭

Writing Progress Checklist

[D] Mechanics (Cont.):	Can Do	Needs Work	Not Evident	N/A
5. Uses capital letters to:				
a) Begin a sentence	⬭	⬭	⬭	⬭
b) Name people, places and special things	⬭	⬭	⬭	⬭
c) Capitalize the major words in a title	⬭	⬭	⬭	⬭
6. Uses commas to separate items in a list	⬭	⬭	⬭	⬭
7. Uses "____" around the words people say out loud	⬭	⬭	⬭	⬭
8. Goes down to a new line and indents when beginning a new paragraph	⬭	⬭	⬭	⬭
9. Uses an apostrophe to show possession	⬭	⬭	⬭	⬭
10. Uses an apostrophe to make a contraction	⬭	⬭	⬭	⬭
11. Uses verbs in the correct tense	⬭	⬭	⬭	⬭
12. Note any other skills writer has developed:				

Writing Process Checklist

Name: _____ Title: _____

✔ *Check off each item on the list after you do it.*

1. ⬭ After you write your first draft, read it over to yourself.
2. ⬭ Make any changes you think are needed.
3. ⬭ Read your piece to someone else so they can help you revise.
4. ⬭ Make any changes you think are needed to make your piece clearer.
5. Read the piece over again yourself, this time to look for things you need to edit.
   - ⬭ Is your story in the order that you want it to be?
   - ⬭ Do you have complete sentences?
   - ⬭ Do you have capital letters where you need them?
   - ⬭ Do you have the punctuation you need? (.) (?) (!)

   Write the words you want to check the spelling of here:

   _____

   _____

   _____

   _____
6. ⬭ Read the piece to someone else and use an Editing Checklist.
7. ⬭ You may want to share the piece with others.
8. ⬭ Make a final copy.

Weekly Self-assessment

Name: _____ Week ending: _____

How many hours in class this week: _____

In Class

1. Now I understand _____
   _____
2. I don't understand _____
   _____
   _____
3. In class this week I liked
   _____
   _____
4. In class this week I didn't like
   _____
   _____
5. Keep in _____ _____
   _____
   _____
6. In class I spoke English to
   _____
   _____
7. In class I read _____
   _____
   _____ in English.
8. In class I wrote _____
   _____
   _____ in English.
9. In class I need help with
   _____
   _____
   _____

Outside Class

1. This week I spoke English to
   _____
   _____
2. This week I listened to
   _____
   _____ speak English.
3. This week I read _____
   _____
   _____ in English.
4. This week I wrote _____
   _____
   _____ in English.

Writing Conference Record

Writer's Name: _____

Title: _____

Skills Worked On: _____

Writing Conference Record

What: *a form to keep track of what happens with an individual learner during informal writing conferences*

Why: *to maintain a cumulative, working record of skills worked on by each learner*

How: *teacher writes brief notes after writing conference or other significant interaction with learner during writing time; form is stapled to learner's writing folders*

When: *each time teacher or tutor works with learner individually on particular writing skills; cumulative records become part of learner's assessment portfolios*

Spelling Self-test

Name: _____ Date: m/d/y _____

Words from Personal Dictionary/Writing:	Self-test
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____

Book List

Name: _____ Date: m/d/y _____

Booklist

What: *form for learners to keep track of books they read in and out of class; part of assessment portfolio*

Why: *to show learners concrete evidence of accomplishment in reading; to help teachers identify interests of readers to help make recommendations for other books*

How: *learner is encouraged to keep list in folder and add each title as s/he finishes book*

When: *ongoing*

Names of Books Read	Date Finished
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____

Learning Log

Name: _____ Date: m/d/y _____

Something I learned this week:

Something I enjoyed this week:

Something I didn't like this week:

What I want to do next:

Daily Log

Name: _____ Class: _____ Date: m d y _____

	Accomplishments	Group Work (if any)	Student comments	Goals for next time	Teacher's comments
Mon.					
Tues.					
Wed.					
Thurs.					
Fri.					

Recording

Attendance & Writings

Name: _____ Class: _____

Instructor: _____ Goal: _____

Date	Sessions Attended	Stories Written

Monthly Review

What I learned in the month of _____ 19 _____

What I learned in the month of _____ 19 _____

What I learned in the month of _____ 19 _____

Remember: *Think of what you have learned in* ***and*** *out of class.*

Teacher's Log:

Observations & Reflections

Learner/Date m/d/y _____

1. Student interactions

2. Emergence of new skills

3. Changes in self-concept

4. Changes in the affective domain

5. Progress with verbal language

6. Progress toward becoming an active learner

7. Major milestones

Reading Journals

Use

1. *To get learners to generalize strategies and concepts to reading materials*
2. *To increase reading comprehension*
3. *To expose students to a variety of writing styles*
4. *To give purpose to reading*

Activities

1. Summarizations

2. Predictions

3. Answering prompts

4. Comparing and contrasting books

5. Listing new vocabulary

6. Diary—Response from teacher

7. Literary techniques listed

8. Personal viewpoints

9. Description of projects

10. Drawings

Personal Journals

Working through feelings

Working through the problem-solving process to develop solutions

Developing social skills

Recording important events

Points to Remember

1. *Personal journals should be private.*
2. *They can be shared with others if the student agrees.*
3. *They should be used as the need arises.*
4. *Students can use ideas from the personal journal for writing projects.*

Dialogue Journals

...simple yet powerful tools for developing learners' confidence and literacy skills; a great way for teachers and learners to get to know each other. Dialogue journals are, as their name implies, a conversation on paper between two people.

The dialogue journals are a good place to start to think about what you've learned during your time at the program. Read through your journal before you answer these questions.

1. What do you notice when you read through your journal?

2. What changes do you notice (in what you worked on, what you wrote, how you wrote or anything else)?

Now, take a step back from the journals and think more generally about the class and what you've learned.

3. Were there things you wanted to achieve and didn't? If that happened, why do you think it happened?

4. What have you learned? This might be learning goals that you met or things you learned that weren't even originally goals.

5. Do you notice any changes in yourself, in how you feel or how you act, in and out of class?

Reading Response Journals

What is it? A journal in which you write the ideas you have as you read a book.

How do you write a response?

Think about the book you are reading.

Try to connect these ideas to your own life experience.

As you think, reflect and question, listen to yourself, and then write these ideas down.

Write honestly – If you don't understand the chapter that you are reading about, write that kind of a response.

As you write, try to discover YOUR OWN IDEAS.

Try starting out with ONE of these.

1. I began to think to...
2. I know the feeling...
3. I love the way...
4. I can't believe...
5. I can't really understand...
6. I realized...
7. I wonder why...
8. I noticed...
9. I was surprised...
10. I think...
11. If I were...
12. I'm not sure...
13. I agree with...
14. I disagree with...

How long should the response be?

You decide that – as many or as few sentences as you need to respond. We will share our journal entries with each other. Other students may be interested in reading the same book too.

Listening Progress

	Not at all! 1	2	3	4	Almost completely! 5
1. Is the vocabulary new?	⬭	⬭	⬭	⬭	⬭
2. Is it difficult for you to guess the meaning of some of the new words?	⬭	⬭	⬭	⬭	⬭
3. How many times do you feel you need to listen to a new passage/conversation?	⬭	⬭	⬭	⬭	⬭
4. After listening to the passage, can you briefly paraphrase it?	⬭	⬭	⬭	⬭	⬭
5. Did the speaker go too fast for you to keep up with his/her pace?	⬭	⬭	⬭	⬭	⬭
6. Were the speakers just informing, or were they also giving opinions (implicitly)?	⬭	⬭	⬭	⬭	⬭
7. Could you follow the conversation in a successful way?	⬭	⬭	⬭	⬭	⬭
8. Were you able to understand most of the words?	⬭	⬭	⬭	⬭	⬭
9. How did you do it?					
a. guessing the meaning of unknown words?	⬭	⬭	⬭	⬭	⬭
b. guessing the meaning of words you didn't hear?	⬭	⬭	⬭	⬭	⬭
c. predicting according to the interpretation of the picture?	⬭	⬭	⬭	⬭	⬭
d. other?	⬭	⬭	⬭	⬭	⬭
10. How was the speed of the conversation?					
Slow	⬭	⬭	⬭	⬭	⬭
Medium	⬭	⬭	⬭	⬭	⬭
Medium-Fast	⬭	⬭	⬭	⬭	⬭
Fast	⬭	⬭	⬭	⬭	⬭

Phase III

Looking Back

Literacy

Portfolio

Assessment

BEST COPY AVAILABLE

Reading Information Sheet

Name of what you read: _____

Author: _____

Description of what it was: _____

1. Why did you choose this sample for your portfolio?

2. Why did you decide to read this sample?

3. What kinds of things did you do to understand what you read?

4. What did reading it mean for you? Why was reading it important for you? Did you share it with someone else?

5. Have you made progress? How do you know?

6. What would you like to work on next?

Writing Information Sheet

1. Why did you choose this sample for your portfolio?

2. Why did you decide to write this in the first place?

3. What kinds of things did you do to write this the way you did? Try to describe all the steps you took to create it.

4. What do you think about the way it came out? Why? Did you do anything special with it?

5. Have you made progress? How do you know?

6. What would you like to work on next?

Questions for Program Evaluation

1. Are the classes meeting your needs?

2. Are the levels good?

3. Are there other classes you would like in the program? What classes?

4. Are the class times good for you? ◯ Yes ◯ No

   Do you know people who would like classes in the morning?

   ◯ Yes ◯ No

   Do you know people who would like classes at night?

   ◯ Yes ◯ No

5. Sometimes students stop coming to classes? Why?

6. What can everyone (students and teachers) do to help students continue classes?

7. In addition to classes we have child care, field trips, and some special projects. What other things would you like to see in the program?

Using Literacy to Make Change

...using literacy to address real issues and to make changes in the social context

Examples	Form of Action
Individual, Personal	
Internal	• gains in self-confidence • affective change
External	• joining softball team • becoming active in community/school organizations
Literacy-related	• publishing writing • reading work at public events • changing uses of literacy in everyday life • affirming identity through use of first language
In Class	• determining curriculum content • asserting preference for activities • addressing issues of classroom dynamics (attendance, uneven participation, use of L1 vs. L2, handling of personal information) • rehearsing for outside action • class publications or productions (photo stories, anthologies of student writings)
In Site	• participating in evaluation/decision-making • participating in hiring • participating in advocacy activities
In Family	• diversifying literacy uses • changing dynamics around literacy (becoming independent of children, gaining confidence in helping children) • gaining pride in first language/culture • reinforcing home culture and use of L1
In Relation to School	• participating in school events • advocating for child/children
In Relation to Immediate Community	• joining community organizations or activities (parents' group, action to keep school open) • taking on new responsibilities (helping others with literacy tasks dealing with bureaucracy, etc.) • strengthening community ties (e.g., through newsletter, networking)
In Broader Community	• participating in demonstrations on education • writing letters to the editor • writing letters to/petitioning officials

Progress Checklist

Name: _____ Date: m/d/y _____

	Before program	During program	End of program
Personal, affective changes:			
• feeling safe, feeling at ease			
• willing to take risks			
• longer attention span			
• ability to identify personal learning goals			
• ability to address personal problems			
• other _____			
Social changes in the classroom/among peers:			
• increased self-direction of learning			
• increased participation			
• self-monitoring of participation			
• ability to help and support peers			
• ability to express opinion or disagree			
• ability to take on new roles (leadership)			
• ability to reflect on classroom dynamics			
• other _____			
Social changes outside the classroom:			
• participation in community activities, organizations			
• increased responsibility			
• social networking			
• using community resources			
• assisting, supporting peers			
• other _____			
Changes in relation to children's schooling:			
• more support at home			
• more contact with school			
• advocacy on children's behalf			
• participation in parent groups			
• other _____			
Changes in writing			
• mechanics (letter formation, spelling, etc.)			
• length of written pieces			
• ability to generate ideas			
• ability to draft and revise			
• elaboration of ideas			
• organization			
• ability to write analytically			
• other _____			

Progress Checklist

	Before program	During program	End of program
Changes in reading			
• predicting			
• using prior knowledge			
• skimming, previewing			
• using context			
• guessing			
• sound/letter/word identification			
• awareness of strategies			
• ability to relate reading to personal experience			
• critical reading			
• other _____			
Changes in oral language use			
• comprehension			
• ability to ask for clarification			
• clarity of pronunciation			
• immediacy of response			
• length of utterances			
• taking the initiative			
• taking risks			
• ability to express opinions			
• ability to question/challenge			
• other _____			
Metacognitive changes			
• awareness of progress/goals			
• awareness of reading/writing processes			
• ability to monitor and choose strategies			
• ability to ask for assistance			
• ability to make choices about language use			
• other _____			
Changes in uses of literacy			
• functional uses in specific contexts			
consumer choice			
employment			
housing			
banking/money			
health care			
• using literacy for personal expression			
• using literacy in family interactions			
• using literacy for learning			
• using literacy for advocacy			
• increased independence in literacy use			
• using literacy to understand social context			
• using literacy to question and challenge			
• other _____			

Post-attitudes of Adult Students

Name: _____ Date: m/d/y _____

1. How did you feel about taking this program training?

- ◯ very good
- ◯ not so good
- ◯ good
- ◯ bad
- ◯ ok

2. How did you feel about attending class?

- ◯ very good
- ◯ not so good
- ◯ good
- ◯ bad
- ◯ ok

3. How did you feel about using the computer for learning?

- ◯ very good
- ◯ not so good
- ◯ good
- ◯ bad
- ◯ ok

4. How did you feel about reading books for learning?

- ◯ very good
- ◯ not so good
- ◯ good
- ◯ bad
- ◯ ok

5. How did you learn best? by working:

- ◯ alone
- ◯ in a class
- ◯ with one other person
- ◯ some of each
- ◯ in a small group

6. How did your fellow workers feel about your taking this training?

- ◯ very good
- ◯ not so good
- ◯ good
- ◯ bad
- ◯ ok

7. How did your family members feel about your taking this training?

- ◯ very good
- ◯ not so good
- ◯ good
- ◯ bad
- ◯ ok

8. What did you get out of this training? Check all that apply.

- ◯ ability to pass the exam
- ◯ learned to read better
- ◯ learned to write better
- ◯ more sure of keeping my job
- ◯ will be a better worker
- ◯ will get a better job
- ◯ pleased my family

9. Check which of the following things were hard for you. Check all that apply.

- ◯ reading
- ◯ writing
- ◯ math
- ◯ using the computer
- ◯ attending class
- ◯ remembering what I learned

Post-attitudes of Adult Students

10. Check which of the following things were most helpful to you. Check all that apply.

- ⬭ reading
- ⬭ writing
- ⬭ math
- ⬭ using the computer
- ⬭ attending class
- ⬭ remembering what I learned

11. How do you usually feel about yourself?

- ⬭ very good
- ⬭ good
- ⬭ ok
- ⬭ not so good
- ⬭ bad

12. What are your chances of getting a better job in the next few years?

- ⬭ very good
- ⬭ good
- ⬭ ok
- ⬭ not so good
- ⬭ bad

13. Do you have any other suggestions or comments that you would like to give about this training?

Program Evaluation by Students

Class _____ Time _____

Teacher _____

1. How long have you been coming to the program?

_____ years _____ months

2. We want to know how the program has helped you. Check all the things you learned in this program. Do not check the things you learned in another place.

Reading

Did the program help you to understand what you read?

◯ yes ◯ no

Did the program help you to read and understand a newspaper?

◯ yes ◯ no

Did the program help you to enjoy reading?

◯ yes ◯ no

Conversation

Did the program help you to communicate in English?

◯ yes ◯ no

Did the program help you to understand what you hear on the radio or TV?

◯ yes ◯ no

Math

Did you have a math class here?

◯ yes ◯ no

Did the program help you learn to manage your money?

◯ yes ◯ no

Did the program help you learn to fill out your income tax forms?

◯ yes ◯ no

Did the program help you learn to estimate store bills?

◯ yes ◯ no

Did the program help you to enjoy doing math?

◯ yes ◯ no

Did the program help you learn to use a calculator?

◯ yes ◯ no

Jobs

Do you have a job?

◯ yes ◯ no

Did your classes help you to get a job?

◯ yes ◯ no

Did your classes help you to get a better job or a promotion?

◯ yes ◯ no

Program Evaluation by Students

Family

Do you have children?

◯ yes ◯ no

Did your classes help you to help your children with homework?

◯ yes ◯ no

Did your classes help you to read to your children?

◯ yes ◯ no

Community

Did the program help you to help other people in your family or community?

◯ yes ◯ no

Did the program help you to make friends in school or outside?

◯ yes ◯ no

Did your classes help you to get a driver's licence?

◯ yes ◯ no

Did the program help you to get a library card?

◯ yes ◯ no

Other

Did the program help you to feel more confident in yourself?

◯ yes ◯ no

Did you learn to use a computer here?

◯ yes ◯ no

Did you learn to type here?

◯ yes ◯ no

3. What did you like best about the program?

4. What is not good about the program? How can we make the program better?

5. Do you have anything else to tell us?

References & Acknowledgements

Literacy

Portfolio

Assessment

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